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Abstract

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INSTRUCTIONAL OBJECTIVES FOR A JUNIOR COLLEGE COURSE IN CULTURAL ANTHROPOLOGY

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CULTURAL ANTHROPOLOGY OBJECTIVES: SET # 1

Unit I - Culture and Personality

GENERAL: The student will distinguish certain psychological patterns which underlie and influence human culture.

SPECIFIC:

1. The student will state in 50 words or less the three leading psychological theories on the inter-relationships between personality and culture.

2. Given a list of theorists who have applied psychological methods to anthropological studies, the student will (with 80% accuracy) match them up with the psychological school their works represent.

3. Outside of class the student will write a 300 - 500 word paper on Ralph Linton's concept of status and role and how this affects personality development. The student will discuss this concept in terms of a real or hypothetical family of 3 generations (using either a primitive culture or a modern one) showing the reciprocity of rights and obligations between members of the same generation and members of the different generations.

4. Given a list of adult personality characteristics which are rewarded in certain societies, the student will match (with 80% accuracy) the child-care practices that tend to bring about each personality type.

5. The student will compare and contrast the male-female behavioral roles in 3 primitive cultures. At least 5 personality traits should be given in each case.

Unit II - Social Organization

GENERAL: The student will identify the reasons why kinship groups are important to the functioning of primitive society.

SPECIFIC:

1. The student will name and define 4 different forms of marriage and family and will name at least 2 primitive societies where each form is found.

2. The student will define in 50 words or less the following kinship groups:

Nuclear family
Extended family
Band
Sib
Phratry
Moiety
Tribe

At least one function specific to each group will be noted.

3. The student will define in 50 words or less the following rules of descent:

Bilateral
Double
Matrilineal
Patrilineal
Unilinear

The student will identify the system of kinship terminology (Crow, Omaha, Eskimo, Hawaiin, etc.) for each descent group.

4. The student will name at least five political and/or legal functions for kin groups at the following levels of social organization:

Band
Sib
Phratry
Tribe

The student will identify a primitive society organized at each of these levels.

5. Given a description of a particular society, the student will identify the form of the family and the type of kinship structure by which the society is organized, and identify their descent rule and system of kinship terms.

Unit III - Economic Systems

GENERAL: The student will describe the functioning of various economic systems of primitive society and state how they are different from our own.

SPECIFIC:

1. The relationship of environment, technology and culture. The student will describe in 100 words or less the following geographical environments in terms of terrain, climate, altitude, presence or absence of ocean or river, and indicate the natural resources available for both food and the manufacture of articles:

The Amazon jungle
The archipelago of Chile and Tierra del Fuego
The Great Plains of the United States
The Arctic coast of Canada
The desert coast of Peru

2. The student will name the native tribes that inhabited the above areas in Pre-Columbian times, and describe their means of subsistence and their techniques for obtaining it (technology).

3. The student will describe in 50 words or less the division of labor as it is seen in:

The family
Hunting and gathering bands
Horticultural villages of extended families
Peasant farming villages of extended families.

The student will discuss the relationship between technology and the division of labor; i.e., what is women's economic role, what is men's economic role, in each of the above social units.

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4. Outside of class the student will write a paper of 300 - 500 words describing the main characteristics of two kinds of economic systems -- the egalitarian system of hunting bands like the Eskimo, and the redistributive system of the Inca Empire. (Other societies than these may be used to illustrate the systems.) The two systems will be compared and contrasted along the following lines:

a) How is production organized (who gives orders, who receives them).

b) How is production distributed (means of transportation).

c) How are raw materials allocated.

d) Who consumes what (is there a status-based distinction on how the goods are finally distributed).

e) How are these two economic systems different from that of modern society.

5. Two discussion periods will be scheduled for this unit. Groups of 3 students each will be given questions and reading assignments by which to explore these questions in advance. Each group will have 10 minutes to present and discuss these questions in class.

Unit IV - Primitive Religion

GENERAL: The student will examine the world-view of some primitive religious systems to see how these concepts affect the behavioral patterns of primitive societies.

SPECIFIC:

1. The student will define the following concepts (and sets of them) in 50 words or less:

rites of passage
rites of intensification
animism
animatism
totemism
mana
shamanism
witchcraft
magic - religion - science
ancestor cult
mythology
sacred - profane

2. Religious practitioners: The student will note three specific functions for each of the following which distinguish his role from each of the others, and two functions which all have in common:

shaman
priest
curer
witch
religious leader

3. World view: Given a set of specific beliefs that characterize the world-view of certain primitive cultures, the student will correctly match them against a list of the societies that hold these beliefs.

4. Given a series of brief descriptions of ritualized behavior, the student will decide if the behavior falls into the realm of magic or of religion.

5. Given a series of brief descriptions of formalized group behavior, the student will not the pattern of leadership by defining who are the leaders and who are the followers, and will decide if the behavior represents secular or religious activity.

CULTURAL ANTHROPOLOGY OBJECTIVES: SET # 2

Unit I - Introduction to Anthropological Theory

The student should by the end of Unit I be able to successfully meet the following objectives:

1. General: To be able to comprehend and apply basic anthropological terms.

Specific: Given a list of basic anthropological terms the student shall define each one (Criterion of adequate performance - 90% accuracy by 100% of the class).

Specific: Given an ordinary traveler's account of a primitive culture, the student will describe the society studied using anthropological terms (Criterion of adequate performance - 90% accuracy by 90% of the class).

2. General: To be able to analyze ethnographic accounts and ethnologies in terms of the theoretical viewpoint of the author.

Specific: Given an ethnographic account or ethnology the student shall analyze it in terms of the theoretical viewpoint of the author (Criterion of adequate performance - 90% accuracy by 70% of the class).

3. General: To be able to synthesize a hypothesis to explain regularities in cross-cultural data.

Specific: Given a set of cross-cultural data the student shall synthesize a hypothesis to explain regularities in the data (Criterion of adequate performance - 80% accuracy by 30% of the class).

Unit II - Ecology, Technology, and Economy

The student should by the end of Unit II be able to successfully meet the following objectives:

1. General: To be able to comprehend and apply basic ecological, technological and economic terms.

Specific: Given a list of basic ecological, technological and economic terms the student shall define these (Criterion of adequate performance - 80% accuracy by 90% of the class).

Specific: Given a list of basic ecological, technological and economic terms the student shall illustrate them using ethnographic data (Criterion of adequate performance - 80% accuracy by 90% of the class).

2. General: To be able to relate man to his social and physical environment.

Specific: Given an ethnographic account, the student shall analyze it to show the relationship of man to his social and physical environment (Criterion of adequate performance - 80% accuracy by 70% of the class).

Specific: Given an ethnographic account of a culture, the student shall analyze it to explain the presence or absence of particular forms of technology and economy (Criterion of adequate performance - 80% accuracy by 70% of the class).

3. General: To be able to formulate the most probable general description of a culture on the basis of incomplete but key bits of data.

Specific: Given certain basic ecological, technological and economic facts about a culture, the student shall formulate the most probable general description of the culture (Criterion of adequate performance - 80% accuracy by 30% of the class).

Unit III - Communication and Symbolism

The student should by the end of Unit III be able to successfully meet the following objectives:

1. General: To be able to comprehend and apply basic linguistic, artistic and other symbolic terms.

Specific: Given a list of basic symbolic terms, the student shall define each one (Criterion of adequate performance - 80% accuracy by 90% of the class).

Specific: Given a list of basic symbolic terms, the student shall illustrate them through the use of ethnographic examples (Criterion of adequate performance - 80% accuracy by 90% of the class).

2. General: To be able to analyze symbolism found in ethnographic accounts.

Specific: Given an ethnographic account, the student shall analyze the symbolism contained therein (Criterion of adequate performance - 90% accuracy by 70% of the class).

3. General: To be able to generate a symbolic system which is consistent with a selected aspect or aspects of a culture.

Specific: Given a subsystem (religious, political, social etc.) of a culture, the student shall generate forms of symbolism which are consistent with that subsystem (Criterion of adequate performance - 80% accuracy by 30% of the class).

Unit IV - Ideology and the Supernatural

The student should by the end of Unit IV be able to successfully meet the following objectives:

1. General: To be able to comprehend and apply basic anthropological terms used in the description of ideologies and supernatural aspects of a culture.

Specific: Given a list of basic anthropological terms used in the description of ideologies and supernatural aspects of a culture, the student shall define each term (Criterion of adequate performance - 80% accuracy by 90% of the class).

Specific: Given a list of basic anthropological terms used in the description of ideologies and supernatural aspects of a culture, the student shall illustrate each term using ethnographic data (Criterion of adequate performance - 80% accuracy by 90% of the class).

2 General: To be able to analyze ideologies and supernatural beliefs and practices contained in ethnographic accounts.

Specific: Given an ethnographic account, the student shall analyze the ideology and supernatural beliefs and practices of the culture described (Criterion of adequate performance - 90% accuracy by 70% of the class).

3. General: To be able to formulate the most probable supernatural and ideological subsystems of cultures on the basis of data about other subsystems in the given cultures.

Specific: The student shall formulate the most probable supernatural and ideological subsystem of a culture when given data about other subsystems of the given culture (Criterion of adequate performance - 80% accuracy by 30% of the class).

Unit V - Social and Political Organization

The student should by the end of Unit V meet the following objectives:

1. General: To be able to comprehend and apply basic anthropological terms used in the description of social and political systems.

Specific: Given a list of basic anthropological terms used in the description of the social and political subsystems of cultures, the student shall define them (Criterion of adequate performance - 80% accuracy by 90% of the class).

Specific: Given a list of basic anthropological terms used in the description of the social and political subsystems of cultures, the student shall illustrate each one using ethnographic data (Criterion of adequate performance - 80% accuracy by 90% of the class).

2. General: To be able to analyze social and political organizations of selected world cultures.

Specific: Given a sample of various world cultures, the student shall analyze the social and political organizations of the cultures (Criterion of adequate performance - 90% accuracy by 70% of the class).

3. General: To be able to synthesize a hypothesis to explain cross-cultural similarities and differences in social and political systems.

Specific: Given a sample of various world cultures, the student shall synthesize a hypothesis to explain the cross-cultural similarities and differences present in the various social and political systems (Criterion of adequate performance - 80% accuracy by 30% of the class).

Materials of Instruction and Assignments

2. The student shall analyze the four class marriage system of the Arunta using the "functionalist" approach. (Essay question - 30 minutes).

3. The student having been given brief ethnographic sketches of the Arunta, the Nuer, the Nootka, and the Inca is asked to synthesize a hypothesis to explain the similarities and differences present in the contrasting social and political systems of these cultures. (Essay question - 45 minutes).